

DOCUMENT RESUME

ED 093 425

JC 740 238

TITLE Mission College. Part 2, Proposed Educational Plan.
INSTITUTION West Valley Joint Community Coll. District, Campbell, Calif.
PUB DATE 1 Aug 73
NOTE 44p.; For related documents, see JC 740 237 and 239

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *College Planning; *Community Colleges; Diagnostic Teaching; Educational Objectives; Educational Planning; Guidelines; Individualized Programs; Organization; *Program Planning; Teacher Role

ABSTRACT

To serve the various interests and needs of those in the West Valley Community College District, Mission College is planned as a responsive, humane, and open organization offering diverse programs and excellent services. The learning program will be based on postulates that involve: (1) student-faculty interaction; (2) teaching and community services as mutually compatible endeavors for faculty and students; (3) student control over his/her program; (4) the use of learning objectives; (5) a variety of learning strategies; (6) the change of courses and programs as needs and interests change; and (7) instruction in problem-solving. The college will use the prescriptive learning approach to create individualized programs. The faculty will be considered learning facilitators, whose role will be expanded to involve the total educational program. These plans form guidelines for creating the delivery system, the basis of which will be the organization--a group of institutes specializing in various subject matter areas, a Center for Common Studies, and the Information and Support System. The first four institutes will be Environmental and Applied Sciences, Human Affairs, Cultural Studies, and Public and Commercial Services. (KM)

ED 093425

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

MISSION COLLEGE

Part 2

PROPOSED EDUCATIONAL PLAN

WEST VALLEY JOINT COMMUNITY
COLLEGE DISTRICT

AUGUST 1, 1973

JC 740 238

WEST VALLEY JOINT COMMUNITY COLLEGE DISTRICT

GOVERNING BOARD

Foster Lopes - Chairman

Robert W. Brydon

Donald E. Lindstrom

William H. Cilker

Robert A. Sorensen

William H. Gould

Mildred Wharton

James P. Hardy

Superintendent - President

TABLE OF CONTENTS

INTRODUCTION	1
THE COMMUNITY TO BE SERVED	3
CHARACTERISTICS OF THE INSTITUTION	5
GOALS FOR MISSION COLLEGE	7
PROGRAM FOR LEARNING	9
An Overview	9
Postulates	12
Prescriptive Learning	13
A Calendar for Learning	16
Faculty Roles	16
ORGANIZING PRINCIPLES	19
THE FUNCTIONAL ORGANIZATION	25
General	25
The Institute Concept	29
INTERIM PROGRAM	38

MISSION COLLEGE

Educational Plan

I. INTRODUCTION

The West Valley Joint Community College District has been created to serve the needs of its citizens. In order to accomplish this, the Governing Board has developed a philosophy that focuses on serving the individual and community educational needs. Central to this philosophy is the recognition and acceptance of the principle that each individual has a right to an opportunity of developing to his fullest capacity as a human being, reaching a dignity and self-concept that comes from knowledge that he has achieved the ability to take his place in contemporary society. Hence, the College District addresses itself to establishing a learning environment that: promotes independent thinking and effective communication; provides preparation for actual careers; encourages student awareness of self-concern for their fellow men; assists in the development of attitudes and skills necessary for learning throughout life; provides for an understanding of the past, identity with the present and competence to meet the future. The Governing Board and staff will address themselves to establishing a system whereby the educational, cultural and recreational resources of the District may be effectively utilized by appropriate community institutions and groups.



II. THE COMMUNITY TO BE SERVED

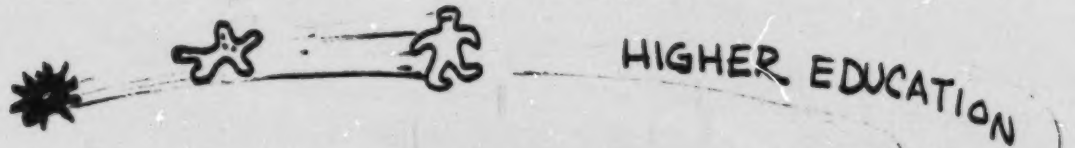
To serve its constituents, a community college should look to the mix of the population within its geographic area. Although there are many population groups or sub-groups within the boundaries of the West Valley Joint Community College District, there are six major population groups that can readily be identified. Attending to the needs of these groups makes a community college a truly comprehensive and responsive college.

The first such group consists of those persons in need of higher education. Their needs may be for programs of study in general education, the preparation for special studies or transfer to a four-year institution or for personal development. This group has been considered the orthodox group on many college campuses.

The second identifiable group includes the employed adult who, on his own initiative or through his employer's suggestion, realizes that he needs additional specialized study. Programs for this group may be on campus or could be at the "plant" either after working hours or on company excused time. Most recently, community colleges have been responding to the needs of this group through Friday afternoon-evening and Saturday classes.

Comprising a third population group are those persons who have special avocational interests. Programs for this group may be for the purposes of preparation for retirement, general education, leisure time or personal growth. Courses may range from

HUMAN DEVELOPMENT

 HIGHER EDUCATION

SIX

EMPLOYED ADULTS 



SPECIAL

POPULATION

AVOCATIONAL INTERESTS

GROUPS

NEW CAREERS 

UPDATE 

SPECIAL NEEDS 

COMMUNITY

DEVELOPMENT

physical fitness for the aged, arts and crafts, how to manage investments or how to purchase real estate.

A fourth major population group who desires assistance from community colleges are those persons identifying and seeking new careers for themselves; often after a considerable time away from school. This group would include the mature housewife seeking a new experience or those many adult workers whose skills are being replaced by technology and must be retrained. Members of this group often bring with themselves a high fear of failure and low self-esteem. To succeed, these individuals need special attention from the college.

The fifth major identifiable population group is comprised of those individuals who need to update their skills. These are often the semi-professional or professional members of the community. Their needs may extend from cardiac care in nursing to the use of lasers in the construction industry.

Another segment of the potential student body deserving attention are those members of the community who, for one reason or another, have been unable to benefit from educational opportunities. The physically and mentally handicapped, the educationally or otherwise disadvantaged comprise a group of individuals with special needs who should be considered in educational planning.

III. CHARACTERISTICS OF THE INSTITUTION

In order to serve this diverse mix of populations certain in-

stitutional characteristics must be present. The characteristics of Mission College which will permeate each functional unit include:

- . Responsive - One of the primary purposes of an educational institution is to assist persons in developing the ability to cope with an ever-changing community environment. Recognizing that change is the only constant, Mission College must be responsive to community needs.
- . Humane - A community college is a human institution. Its purpose is to deal with the needs of its population. Hence, Mission College must not let the institution overwhelm the individual. Its programs must be developed in a manner that mitigates against the depersonalization and dehumanization frequently found in contemporary institutions.
- . Open - As an open institution, Mission College will be perceived by students, faculty, administration and the general community as their responsible agency for the identification and resolution of their educational needs. Openness will be assured through the maintenance of flexible, operational, administrative and academic structures that enhance the college's involvement with the total community.
- . Diverse - A comprehensive community college should

be a mirror of the community it serves. Thus, Mission College will present a diversity in modes of instruction, services to learners and instructional programs and through the staffing of the college.

- . Excellence - In developing excellence of service, Mission College will seek unique solutions to the educational needs of the community. It will develop and evaluate innovative programs keyed to changing needs of its community. Excellence of service will be achieved by capitalizing on the resources of the community and college district.

IV. GOALS FOR MISSION COLLEGE

Institutional goals are established to give direction, identity, emphasis, and establish a "fee" for what an institution is all about. Goals should be thought of as broad statements of purpose which an institution strives for, but only partially achieves. Goals for Mission College focus on the community, the individual and learning. Thus, the following goal statements are suggested for Mission College:

- . Mission College will be an institution whose total learning environment is the community and as such, is open to all persons who may benefit from and who desires its services;

COLLEGE

LEARNERS

STUDENT
NEEDS

Mix

PROGRAMS

COLLEGE
GOALS

**COMMUNITY IS
THE CAMPUS**

BLEND

CHANGE IS CONSTANT

- . Mission College will recognize that community needs change and that the only constant in an educational environment is change itself. Hence, resources will be allocated in terms of efficiency, effectiveness and excellence. Usefulness will be the criteria for evaluation;
- . Mission College will focus on learning rather than teaching and will involve each learner in the development of his learning program, thus, to this extent programs will be individually prescribed;
- . Mission College, above all, will be a human centered institution that responds to the educational, social, personal and civic needs of each learner and staff member.

V. PROGRAM FOR LEARNING

A. An Overview

Learning usually leads to a change in behavior which is manifested by the acquisition of a capability or skill. Evidence that learning has transpired may be indicated by development of, or an increased ability to reason, solve problems, perform a skill, listen and communicate effectively or show compassion for others. Learning does not tend to occur as a natural event but rather when associated with various alterable and controllable conditions. It has been demonstrated

that it is possible to detect relationships between the condition of the environment and the changes of behavior ascribed to learning.

There are many variables that influence learning. Some of these can be categorized into sets of variables. For example: environmental variables, task variables and learner variables. The latter, learner variables, are usually categorized as individual differences. These are what the learner brings with him to the learning settings and include, motivation, intelligence, past experience, special aptitudes and the like. Research indicates that the student-centered variables are by far the most critical factors in indicating how rapidly and how much the student will learn and be able to retrieve. The problem arises, however, when we as educators focus almost all of our attention and resources upon the secondary, variables, those related to the environmental and task. The latter deal largely with external factors such as schedule changes, class size, instructional methodology and room environment. A far more responsive effort can be gained from instructional changes designed to give greater freedom to the individual difference variables of the learner's motivation, his memory and the degree of meaningfulness he can associate with informational stimuli.

Thus, the instructional program at Mission College must focus on the individual learner and his environment. In-

struction should be thought of in terms of value added to the individual and society. Individualized instruction is sometimes misunderstood and perceived by instructors as an administrative design to replace teachers with machines. This is far from the truth. The past twenty years has demonstrated that technology cannot replace the instructor. What technology can do is assist any instructor in meeting the needs of learners as individuals. Individualized instruction is prescriptive learning. It involves assessing where each learner is and prescribing an educational program for him that gives consideration to the individual variables he brings to the learning situation.

If individualized instruction is to be effective, then the secondary sets of variables, task and environment, must be altered from the traditional approaches. Courses will have to be broken into small learning units that have well defined objectives. This permits the learner to know what is expected of him prior to beginning any sequence. Typically, each learner can then participate in determining how he can best achieve the defined objectives. A variety of learning approaches are available to each learner. Both formative and summative evaluations are designed for each instructional unit. Each learner will be able to determine when he is ready to be evaluated. Thus, there should be an open entry and exit system of registration.

B. Postulates

The learning program and other components of the educational system of Mission College will be based upon the following postulates:

- 1) Mission College will provide a learning environment in which students will interact with faculty, whose foremost concern is for the realization of the learner's educational needs and goals.
- 2) Teaching and community services are mutually compatible endeavors in which faculty and students will engage themselves.
- 3) The most effective education occurs when the student has a primary voice in determining his program of study, his rate of progress and his readiness to have his achievement evaluated.
- 4) Learning objectives, expressed in clear and precise terms developed by the instructor in conjunction with the learner, enhance the probability that the learning experience will be meaningful and rewarding.
- 5) Students possess different styles of learning, thus, by providing for a variety of learning strategies, the potential for individual success is enhanced.
- 6) Needs and interests change, therefore, courses and programs will not be permitted to outlive their usefulness.

- 7) Learning takes place best when the learner is involved, thus, a primary concern of instruction will be to assist the learner to become effective in problem solving.

C. Prescriptive Learning

If usefulness is to be a criteria for evaluation at Mission College, consideration must be given to how a learner's educational program is developed. The program designed for each learner must reflect his needs and the unique educational background and lifetime of experiences he brings with him to the College.

It is proposed that the learning resources and counseling and guidance functions at Mission College be an integral part of the instructional program. Extensive testing will be required to determine the variables the learner brings with him, to assess where he is in his educational development and assist him in prescribing a learning program tailored to his individual needs. Therefore, learning teams will be created to insure that these essential elements of the instructional program are implemented. Counselors who have a strong background in learning theory, learning resources faculty who are knowledgeable in a broad range of learning strategies and materials and instructors who are able to utilize knowledge about the student and resources for learning to plan educational experiences should be selected for the teams. This team



**PRESCRIPTIVE
LEARNING**

should be able to identify student capabilities, interests and modes of learning; relate new to previous learning, one subject to another and college to life in the community. Thus, all parts of the learning experience will be integrated into a meaningful whole.

The learning teams will relate to and assist individuals and groups of students, working in configurations which are most appropriate to the needs of the student and the nature of the learning experiences. The College will not emulate elementary or secondary schools in planning for learning. It will not subscribe to the notion that there must be one instructor for each twenty, thirty or forty students or that classes must meet in three fifty minute periods a week. Rather, the college will utilize a variety of learning strategies and modes of instruction. Programs and courses will be arranged in flexible modules or learning packages. Such arrangements increase educational opportunities and remove barriers related to traditional time frames of schedules, clock hours and classrooms.

In summary, the learning program proposed for Mission College is one in which, (1) the faculty are facilitators of learning, (2) a rational, individualized learning program is formulated for each student and (3) the student is actively involved in the learning process and his educational program.

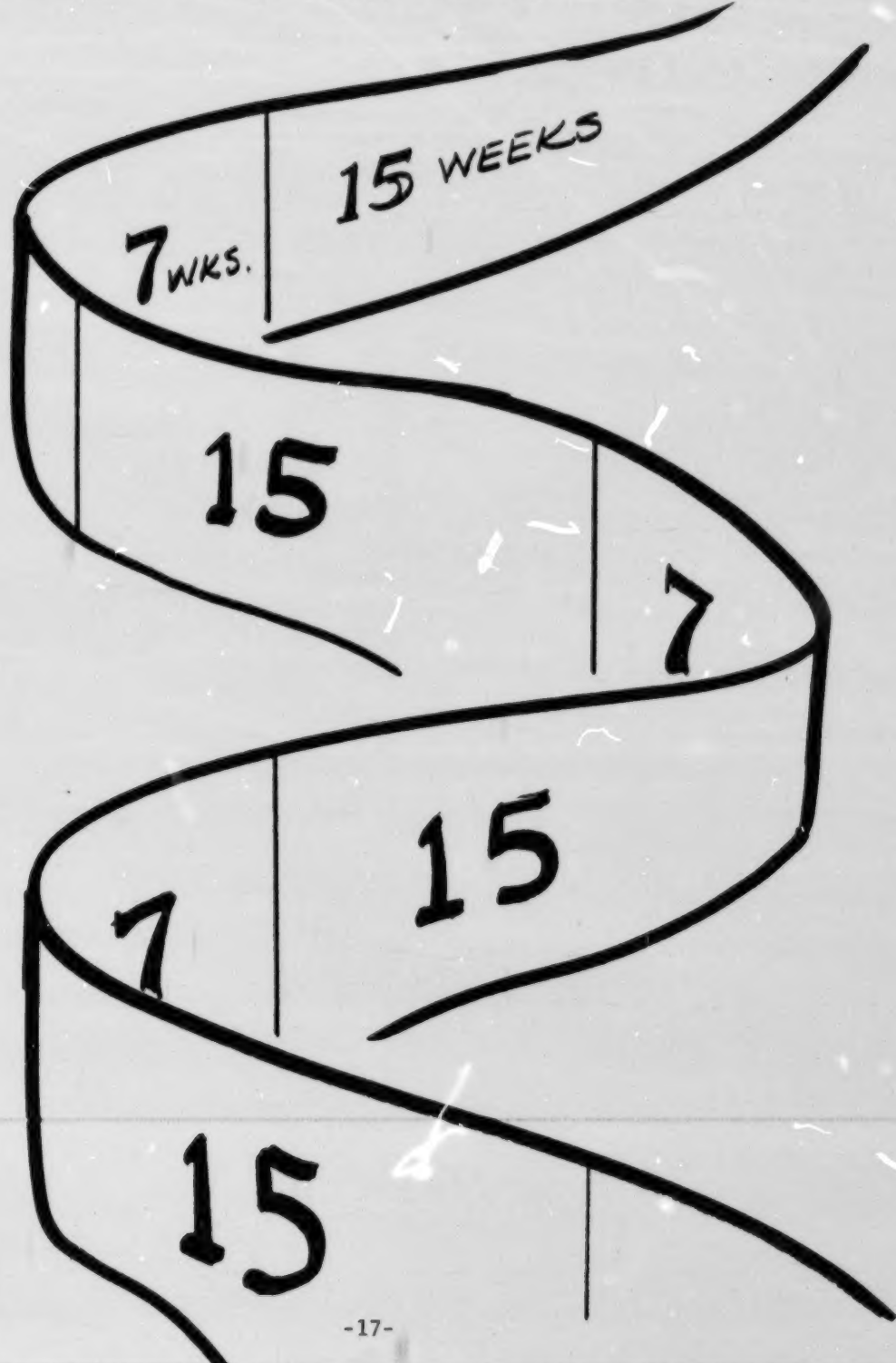
D. A Calendar for Learning

To be effective, Mission College must present a flexible program for learning, to the extent that faculty and learners need a diversity of time frames in which to accomplish their objectives; an altered academic calendar is being proposed for Mission College. Consideration should be given to an academic calendar of 15-7-15-7 weeks or 16-6-16-6 weeks. Such a calendar would more efficiently use the facilities while providing an opportunity for learners and faculty to extend the learning environment into many different modes of instruction. The shorter time period would permit learners to concentrate on community projects or pursuit a single discipline area without diversion.

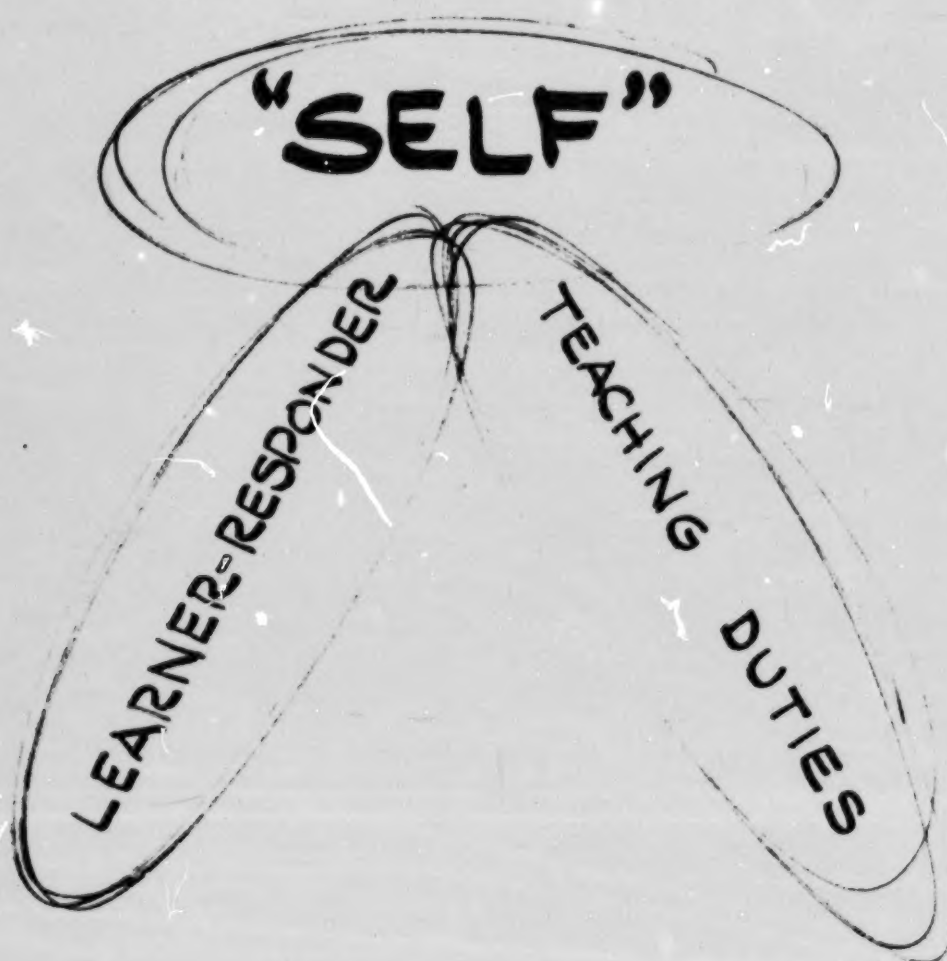
E. Faculty Roles

The Mission College will recognize each faculty member as a professional person with expertise in an academic area. It is the intent of the College to support faculty growth and development in their respective disciplines, to explore new dimensions of faculty interest, commitment to instruction, and realization of "self" as learner-responder, and community scholar/resource agent. It is also the intent of the College to develop open patterns of faculty utilization in the service of students and community. The faculty's role as educator will not be defined solely in terms of "teaching duties". Each faculty member will have, within the frames of reference of the College's institutes and community needs, the option of mixing his instructional services with proportional assignments

ALL YEAR CALENDAR



FACULTY ROLES



INSTRUCTIONAL DEVELOPMENT

in program development, instructional development, community services, and/or student guidance.

In order to insure that each student acquires the learning skills and experience appropriate to his needs and goals, each faculty member will be responsible for translating the subject matter and methods of inquiry of his discipline into instructional programs which are meaningful to the specific groups that make up the District's student population. Thus, faculty members will be able to develop and administer a total program (i.e., a blend of traditional introductory courses with community service programs, work experience, independent study) in their subject area.

The realization that the subject matter of a discipline may, and frequently does, have relevance to college operations as well as to other academic disciplines, establishes the concept of the professional team. At Mission College the faculty will share in the decision-making processes associated with the operation of College programs. Each faculty member will also be a professional team member in one or more of the College's institutes.

With the expanded opportunities for faculty involvement in the total educational program at Mission College, their responsibilities for self and peer evaluation and the establishment of criteria and procedures for accountability will be enlarged.

VI. ORGANIZING PRINCIPLES

The following organizing principles will provide a format for

organizing the resources and services of the Mission College. These principles blend the goals, the characteristics and the functions of the college into guidelines for creating a delivery system uniquely suited to make the desired learning program a reality.

- 1) The learning environment will be organized to create an all-encompassing mix, consistent with student needs and college goals.

The mix will blend the diverse interests, needs, roles and functions of the college in order to create a unified college community.

- . Within the college community the instructional, personal, social and organization, i.e., sources will be allocated to meet individual and group instructional needs; each instructional experience will, as a result, have enhanced meaning and value for the individual and collectively for the group.
- . The instructional experiences will be organized on the basis of need. They will, therefore, mix discipline areas as is appropriate to solve a problem rather than separate disciplines for organizational convenience.
- . Students, faculty, administrators and citizens will mix freely within an open and integrated environment, each serving in the role appropriate to the situation. At times, students will be teaching students - faculty advising admin-

istrators, etc., as the total college community blend their skills in problem and need oriented teams.

. The college will blend with the community. It will draw content from the action of its community and use the ready-made laboratories which exist within the community, while providing the community with the expertise and resources to address individual, group and community concerns.

- 2) Functioning units will be organized so that they are:
 - (a) small enough to be responsive to human needs, and
 - (b) large enough to provide comprehensive services to respond to diverse student and community needs.

The problem is one of centralization versus decentralization. As institutions seek to become efficient and comprehensive, they tend to centralize functions. The result is too often a dehumanizing environment which dissects human needs into inert organization categories, which creates obstructive communication systems and which demands physical and organization units which respond to masses rather than individuals.

Consistent with the desire to be efficient, effective and excellent and recognizing the need to integrate services, the Mission College will centralize selected functions. But while so doing, the college will mitigate against the dehumanizing forces by recognizing that "man is the measure of all things". Therefore, the complexity of systems, the grouping of people and the massing of spaces will encourage human interaction because it will be limited to a human scale. Groups should never

get so large that members are more often strangers than acquaintances. Systems should never be so complex that they obstruct responses to changing human needs.

- 3) Each functioning unit will encompass all of the functions and services of the College, while responding to the total spectrum of student and community needs within the scope of its resources.

Mission College will be an open college which is able to service students and citizens at time and place of initial contact. Therefore, it is imperative that each functioning unit be prepared to serve all the populations the institution is committed to serving and that it provide a total blend of services. It follows that each unit will not only provide instructional programs which include general education, specialized education, continuing education, community services and guidance, but each will also provide instructional, personal, social and administrative support services.

In this manner, the college units will be able to respond to the immediate education related needs of individuals and community groups. Long range responsiveness will require that the units function as a cooperative consortium.

- 4) The systems and resources of the College will serve the educational needs of the varied users and the community.

The College, as a result, will be organized to serve user needs rather than administrative convenience or intellectual conceits.

Supporting services will be learner oriented. They will provide the services required on an "as needed" and "where needed" basis.

Instructional services will be organized to respond to student needs. A diversity of entry levels, interest areas, instructional strategies, student-faculty roles will be available. Most important is an environment which creates an atmosphere of "openness"; an atmosphere which encourages constant evaluation and results in the continued evolution of systems and resource allocations to effectively meet sustained needs and to rapidly respond to changing needs.

- 5) The College will be viewed as a communication/information matrix designed to serve the educational needs of the college community and the community of the college.

A communication/information matrix will be a unifying element which permeates the diverse elements of the college by facilitating interaction and communication, and which links the college to the community by extending the potential range and flow of services. The matrix will blend the centralized and decentralized functions. It will blend general with specialized interests and avail each unit of the strengths and resources of the total campus.

- 6) The College will aim to assist each student to be an effective human being.

The sense of individual dignity and worth will be fostered in all actions of the College. Each Institute and the Center for Common Studies will assist the student to undertake and progress in his attempts to be an effective human being. Since in our society the effectiveness of a human being is viewed

primarily in the context of his relationships with others, and since healthy self-concepts evolve in social settings, experiences will be provided to assist the student in both his personal and interpersonal development as he pursues his educational goals. Thus, the student who experiences open, accepting and understanding human relationships in his educational program may evidence characteristics which include:

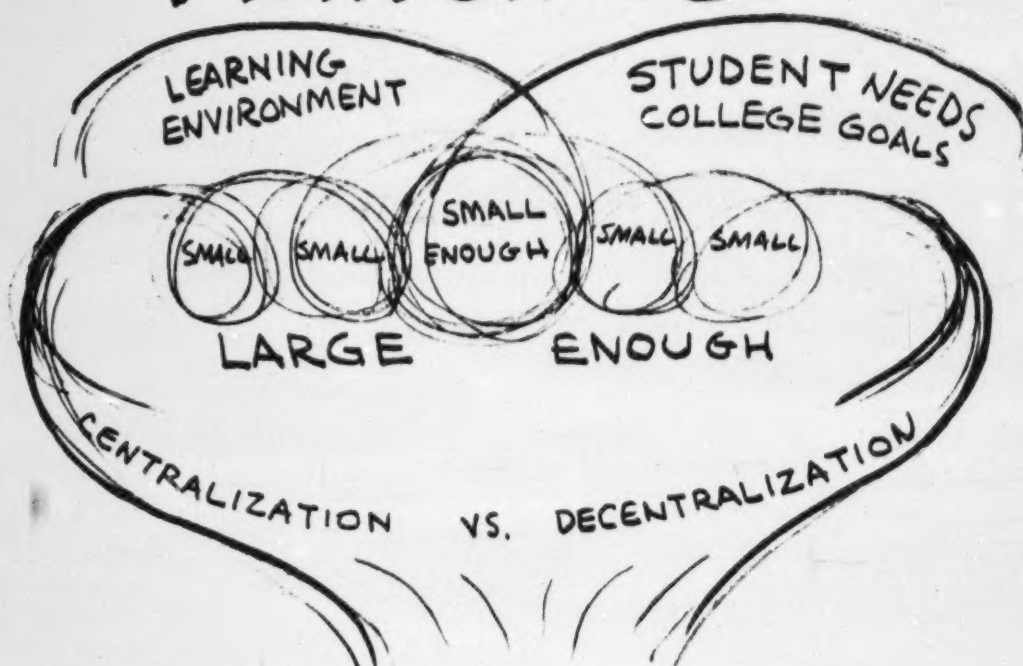
- . identity: sense of being oneself, having a strong and stable self-concept in one's own life and in relation to others.
- . authenticity: genuineness, consistency of thoughts, feelings, words and actions in personal life and interactions with others.
- . open-minded: accessible to new ideas, approaches and insights which become apparent to the individual on his own or through transactions with others.
- . independence: ability to stand alone, have own ideas, make own decisions, yet maintain a sense of belonging togetherness and interdependence in other relationships.
- . responsible: answerable or accountable for one's own actions, not only to self, but as they may affect other persons.

- . communication: capable of genuine, authentic, open dialogue or interaction with another person or persons.
- . reason: ability to combine logic, intuition, reality and imagination in establishing and extrapolating facts as an individual and a member of a group.
- . problem solving: effectively coping with individual and group problems and situations, using a systematic approach in dealing with problems, generating, evaluating and selecting alternatives.
- . active concern for others: genuine interest, compassion and empathy for others, willingness to engage in doing something to help another person.
- . zest for life: finding joy and pleasure in life, possessing ideas, hopes, goals and plans that give meaning and satisfaction to the person in his own life and his relationships with others.

VII. THE FUNCTIONAL ORGANIZATION

- A. The organization of the college will serve as the basis for delivering the desired learning program. It is the vehicle

ORGANIZING PRINCIPLES



TOTAL SPECTRUM

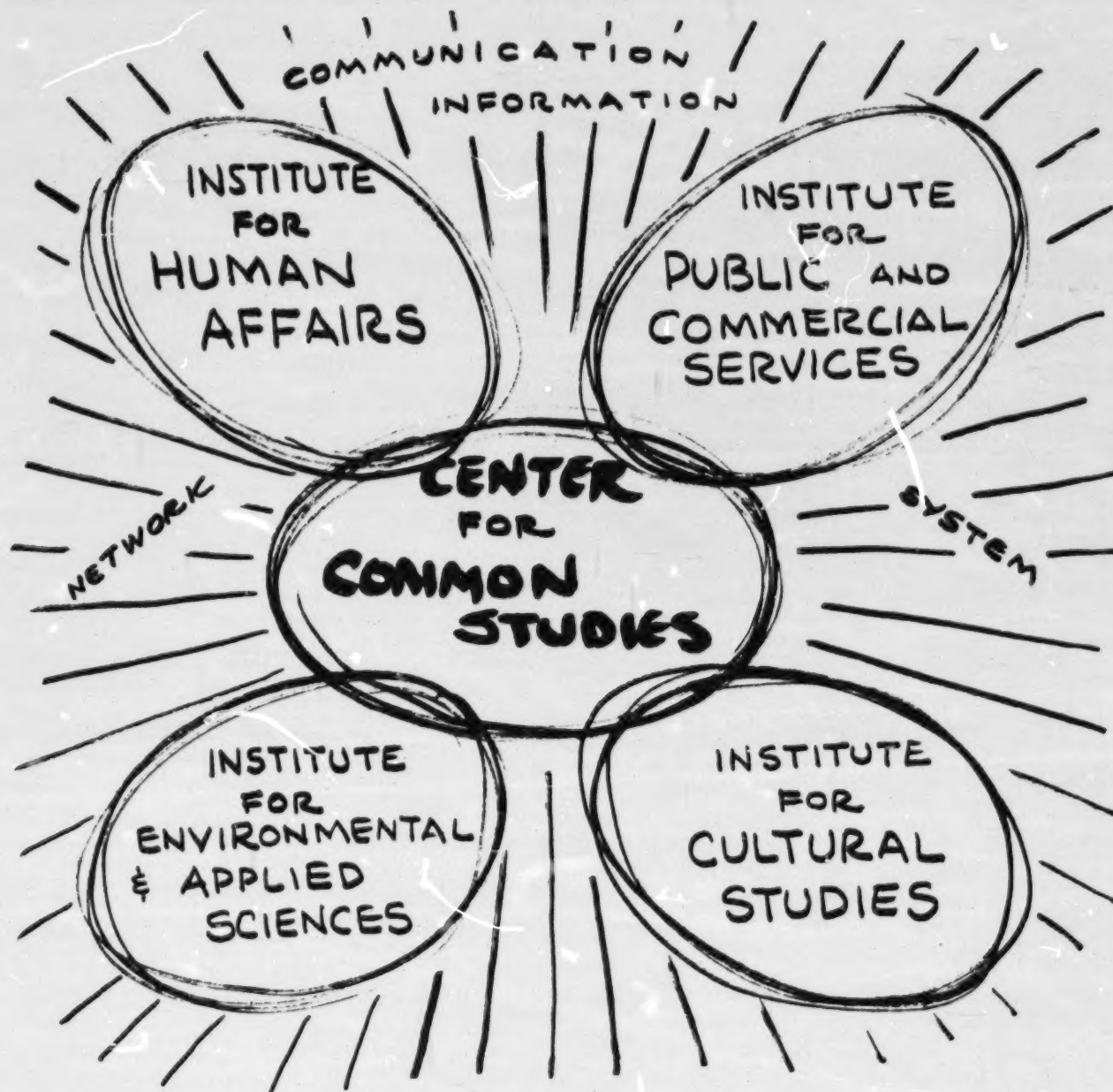
NEEDS of COLLEGE COMMUNITY &
COMMUNITY of the COLLEGE
EFFECTIVE HUMAN
RELATIONS

which will mobilize the human, academic and physical resources of the college. It, therefore, must amplify and focus efforts to achieve the college goals and reinforce the desired characteristics. The organization will give life to the organizing principles. In so doing, it will create the initial strategies for resolving a number of conflicting organizing values, i.e., centralization vs. decentralization, smallness vs. largeness, humane vs. efficient, open vs. structured, and discipline centered vs. need centered.

To accommodate these apparent dilemmas, the College will be organized into two major functioning units: The Institutes and Center for Common Studies and the Information and Support System. The Information and Support System will incorporate an extensive communication/information network and the Office of the Chief Campus Administrator.

The Information and Support Systems will provide a communications/information network which will serve as a matrix integrating other functioning units of the College and community. It will link centralized elements with decentralized elements. The network will utilize the printed and spoken word in communicating, delivering information via the telephone, computer and distribution of written materials. Thus, computer, printing and publication services are essential elements of the support system. A centralized Learning Resources function will coordinate services to the Institutes and Center for Common Studies, assist in the

FUNCTIONAL ORGANIZATION



design, production and implementation of instructional materials and the selection and acquisition of all print and non-print materials. In addition, the Learning Resources will coordinate the selection, maintenance and distribution of equipment. Further, the Information and Support System will absorb all the other essential functions which are not appropriate to one of the Institutes or the Center for Common Studies. This would include the Office of the Chief Administrator and his immediate supporting staff.

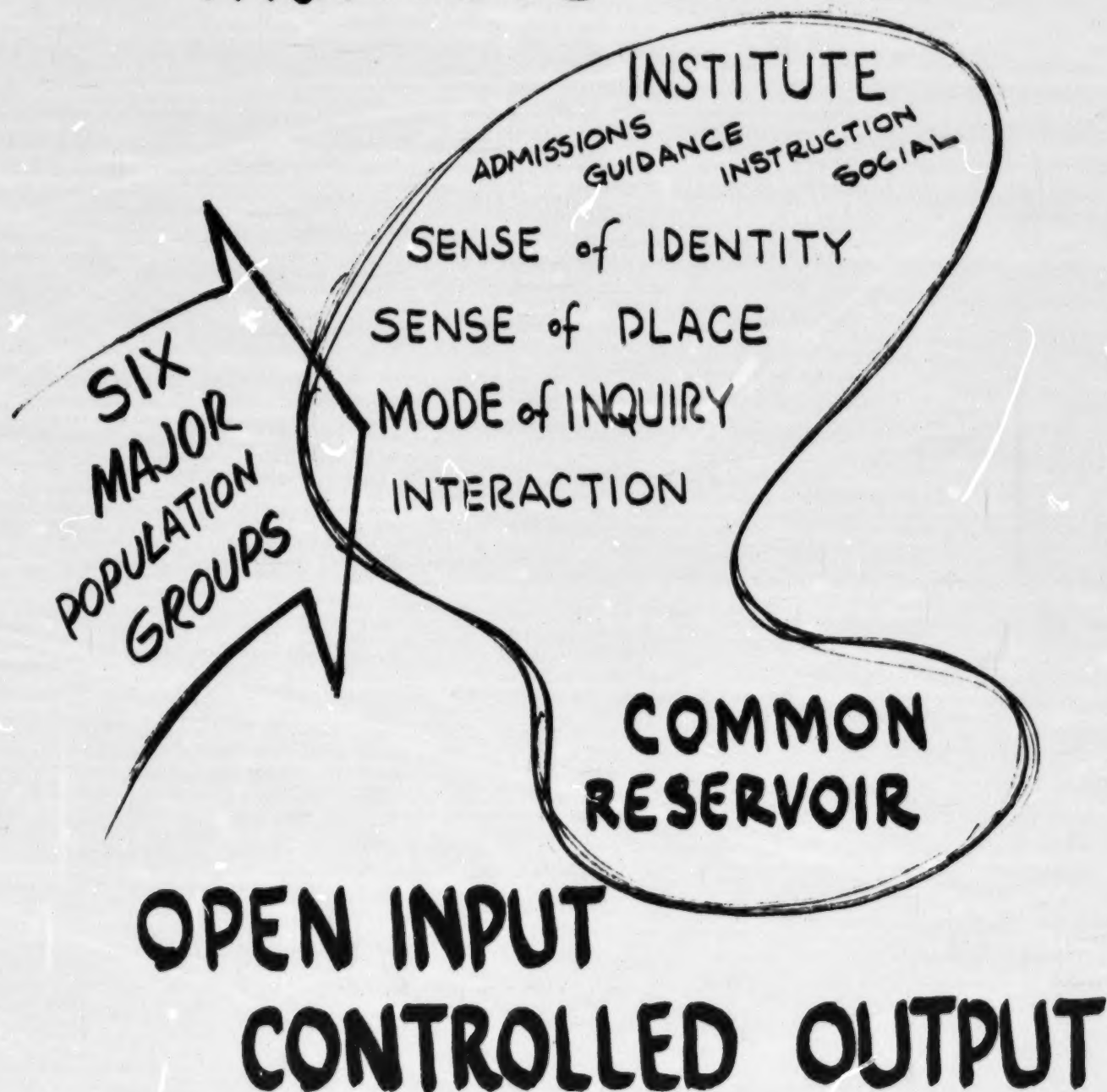
Each Institute and the Center for Common Studies will serve as a focal point for efforts related to general modes of inquiry or realms of meaning which are consistent with individual and group needs. The Institutes and the Center are the delivery arm of the college. (A detailed description of the initial Institutes appears in the following section).

B. THE INSTITUTE CONCEPT

The institutes and the Center for Common Studies are the primary contact point for students and the community. They are primarily responsible for responding directly to student and community needs.

- . Each Institute will be organized around a specific "mode of inquiry" or "realm of meaning" which is broad enough to encompass the total spectrum of student and community needs in a general way, and yet is specific enough to promote an efficient/

INSTITUTE CONCEPT



effective/excellent response to specific needs and concerns.

- . Each Institute will encompass an action oriented team which is collectively versatile in its response to the continually changing needs of the community and comprehensive enough to build upon the expertise of each of the team members. Such an organization will establish a responsive learning environment which is in a continuous state of development and which creates positive and sustained interaction between disciplines.
- . Each Institute will create a "sense of identity", a "sense of place", for each student and faculty member.

The Center will coordinate and arrange opportunities for students to explore offerings in the career and liberal arts programs of the various institutes. This vestibule or exploratory experience will allow students to begin college work and accumulate course credits before they make a program or degree commitment. The vestibule program should be a cooperative effort of representatives of all members of the learning teams within each Institute and the Center. The length of the experience may vary, but should include counseling, information about courses and programs, and where appropriate, observational experience in related career fields. In brief, this experience will permit students to investigate a variety of offerings and in light of their own skills, abilities and interests, make

informed decisions about their educational and career choices.

Each Institute therefore will: 1) provide the instruction, personal, social and administrative support required to integrate the educational experience of each student, and 2) will be limited to an absolute maximum of 2000 day graded students. When a given Institute reaches 2000 students or becomes disproportionately larger than the other institutes, it will be dissolved into two or more new institutes. As a result, the specific organization of the college will, by design, be in a constant state of evolution.

. Each Institute, as a specialized extension of the total College, will provide educational experiences which incorporate all the functions of the College.

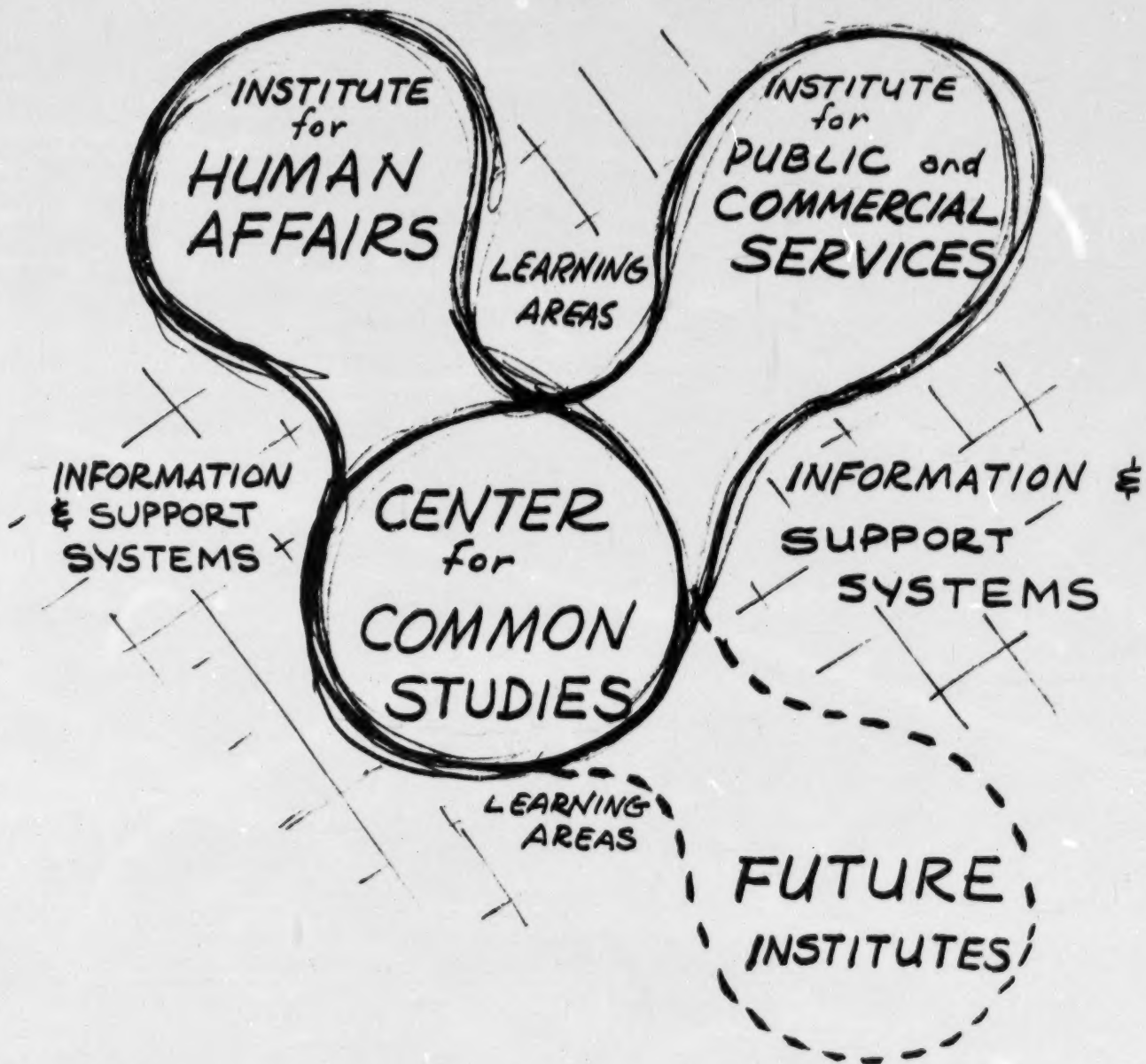
Community Services programs will be developed, on a non-graded basis, for groups within the community to meet their unique needs.

General Education programs that are both basic and broadening for all segments of the population which will enable each learner to become a more useful and informed citizen.

Specialized Education programs of study that assist each learner to achieve his personal educational goal. This may be basic to career preparation or further study.

TOTAL BALANCE

MAXIMUM ENROLLMENT



Guidance - this program will provide educational and personal assistance to learners as they seek identity in contemporary society.

Thus, each institute will provide programs and services which respond to the educational needs of the identified community populations:

Those seeking higher education
Employed Adults
Persons with special avocational interests
Individuals seeking new careers
People requiring refresher courses
and citizens with special needs

. Each Institute and the Center for Common Studies will focus their efforts and direct all available resources to meet the educational needs of individuals and identified groups. Using links provided by the Information and Support Systems and satellite units, each Institute and the Center will provide an integral aspect of every program:

- 1) Personal Services: counseling, testing, instruction, placement, career orientation, financial aids, guidance and career placement;
- 2) Social Services: informal sessions, lounge and lectures;
- 3) Instructional Services: services of the Learning Resources Center, tutorial services, diverse media and

materials, natural laboratories;

- 4) Administrative Services: admissions, registration, scheduling (staff, student and program), evaluation, development, resource, allocation, planning and governance.

Each Institute and the Center will provide both students and faculty with diverse and multiple options for active involvement in the learning process. Alternately or concurrently, students and faculty may be learners, teachers, instructional designers, researchers, problem solvers, planners and evaluators in areas related to their instructional programs. Serving as instructors, instructional designers, discipline experts, developers, planners and community resource people, faculty will participate in the total commitment of the College to serve the educational needs of the community.

At least four Institutes and one Center will be developed.
They are:

The Center for Common Studies

The Institute for Environmental and Applied Sciences

The Institute for Human Affairs

The Institute for Cultural Studies

The Institute for Public and Commercial Services

Although four institutes and one center are proposed by this plan, it is essential to recognize that Mission College will be developed over a prolonged time-line. Therefore, it is antici-

pated that only two Institutes and the Center will be evident in the initial development and that five to seven institutes are possible in the mature stage of college development. Areas of study identified within the Institutes should be considered as representative of a wide range of possible career or liberal arts programs which would be made available to students. They may be modified or eliminated as community and student needs and interests arise or change.

The Center for Common Studies will serve as a reservoir of human, physical and information resources which are common aspects of human learning. The Center will focus on forms and modes of communication and interaction processes. The primary function of the Center for Common Studies will be: to help learners lay the groundwork to achieve their educational goals. This function has two essential aspects: a) since the ability to communicate is essential to learning, the Center will assist individuals to acquire, refine, review and apply skills related to reading, writing, speaking and listening. Students will also learn to use symbols, computation skills, electronic devices and additional cultural and functional language as avenues of communication, b) since learning is a goal-oriented activity and is most effective when it is related to the learner's goals, the Center will help students formulate and clarify their goals and identify and design an appropriate instructional experience. To this end, the Center for Common Studies will provide opportunities for involvement in the use of problem solving processes and values clarification, and as a result of these efforts, students

will, over time, identify with the Institute most consistent to their educational goals. In addition, the students will be equipped with the self-awareness, understanding and competencies required to successfully complete the programs of the selected Institute. Areas of study will encompass:

- . Communication Arts
- . Languages
- . Computational Sciences
- . Learning and Problem Solving Processes

The Institute for Environmental and Applied Sciences will be based on the scientific mode of inquiry and/or derive meaning from observed natural and physical phenomenon. Areas of study will encompass:

- . Natural Sciences
- . Life Sciences
- . Physical Sciences

The Institute for Human Affairs will focus on behaviors of man as an individual and as a social being. It is conceived with the domain of knowledge which helps each individual to better understand himself and his relationships with his social institutions. Areas of study will encompass:

- . Behavioral Sciences
- . Social Sciences
- . Health Sciences

The Institute for Cultural Studies will focus on offerings

which will give universal meaning to individual experiences. These programs will be derived from the aesthetic and spiritual aspects of human life. The general areas of study encompassed will include:

- . Fine Arts
- . Performing Arts
- . Humanistic Studies

The Institute for Public and Commercial Services will study man's efforts to understand his material environment in order to serve and promote a "life-style". Instructional experiences will encompass the following areas:

- . Economics
- . Commerce
- . Management
- . Public Service

VIII. INTERIM PROGRAM

The determination of a first year program for any school is always difficult; the problem is compounded at Mission College. The recognition of two important factors is necessary. First, the distance from Mission College to Saratoga requires that major support systems be established with the first building at the College. Secondly, Mission College will be constructed in increments. The length of time span between construction increments and the amount of eligible square footage available

under the state construction standards must be considered.

With the aforementioned constraints in mind, it is suggested that the following schedule of development be considered:

A. Phase One

The current approved square footage allocation for the first building is adequate to house any of the Institutes. However, with subsequent modifications, the ultimate user of the first structure will be the Institute for Human Affairs. It would appear that initial efforts should be in the area of general studies and specialized studies not requiring unique spaces. Hence, it is proposed that segments of the following instructional areas be established in the building at Mission College:

1. Center for Common Studies
2. Institute for Human Affairs
3. Institute for Commercial and Public Services

Additional space must be provided for support services in the first building.

B. Phase Two

The second construction phase should provide initial space for the Institute for Environmental and Applied Science and additional space for the Institute of Public and Commercial Services.

Priority should be given to providing specialized space for those programs that are unique to Mission College or not adequately housed at Saratoga. For example, Hotel, Motel and Restaurant Management.

C. Phase Three

This phase should be devoted to establishing the Institute for Cultural Studies and construction of the Center for Common Studies. A permanent facility for the Information and Support System should also be provided during this phase.

D. Phase Four

Phase four should be devoted to providing indoor physical education facilities and completion of the Institute for Commercial and Public Services.

E. Phase Five

This phase should be devoted to the completion of facilities for the Institute for Environmental and Applied Science, Institute for Cultural Studies and Institute of Human Affairs.

F. Phase Six

Phase six will complete the physical education facilities and provide for a campus warehouse.

It must be recognized that this proposed plan will be

subject to continual review and providing an adequate
response to the evolving community needs.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 16 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION